

***Making a Difference:
How can we Improve Safety When Walking and Riding Bikes to School?
Barrington Safety Contest Student Group***

What you want your kids to know and why it matters: (Learning Goals)

What do you want your kids to be smarter about? (Knowledge)

- Roadway Safety, Healthy Choices - walking, riding,
- Intersections Can Be Dangerous:
 - <http://www.dot.state.oh.us/groups/EveryMove/RoadwaySafety/Pages/IntersectionSafety.aspx>
 - <http://www.dot.state.oh.us/groups/EveryMove/RoadwaySafety/Pages/RoadwayDepartureCrashes.aspx>
- There were over 300,000 fatal crashes in Ohio from 2006 to 2010.
 - <http://www.dot.state.oh.us/groups/EveryMove/RoadwaySafety/Pages/SharetheRoad.aspx>

What do you want your kids to be able to DO better? (Skills)

Share their knowledge with others using Web 2.0 tools and 21st Century Learning Skills.

What do you want your students to be pondering/concerned/caring about? (Understandings)
How can we make a difference? If we share safety with our community, then it will save lives and lead to healthier living.

Big Idea/Enduring Understanding: What do you want students to remember in 10 years?
If we share information about Roadway safety with our community, then it will save lives and lead to healthier living.

Essential Question(s):

How can we make a difference? How can we improve safety at our school?

Product/Performance Task- What will students create to demonstrate their knowledge, skills, and understanding?

Students will create a project that improves safety at Barrington and also proves they understand how to be safe when walking or riding bikes to school on “Walking Wednesdays.” Students will make a video, poster, magazine, write a cheer or song, etc.

Real world purpose/audience:

These projects will be entered in the School Safety Contest sponsored by the Ohio Department of Transportation.

<http://www.dot.state.oh.us/groups/EveryMove/SRTS/Pages/SchoolSafetyContest.aspx>

Real world models (e.g. mentor texts, etc.):

The All-Ohio Show Choir performed “Safe Out the Door” Video

<http://www.dot.state.oh.us/groups/EveryMove/SRTS/Pages/Safe-Out-The-Door-Video.aspx>

Possible resources that students will use to help them

uncover topic: <http://www.dot.state.oh.us/groups/EveryMove/SRTS/Pages/default.aspx>

Improve Safety at Your School

When students walk or bike to school, there are other benefits, too.

- Helps students stay active & ready to learn
- Builds student self-confidence
- Reduces traffic & pollution
- Saves gas

Students participating in the Safety Contest:

3rd Grade

Lydia

Facilitators

Miss Erin Bowden, Guidance Counselor

Mrs. Andrea Lusk, 21st Century Learning Coach

4th Grade

Brandon

Clay

Ellen

Jen

Lizzie

Penn

Sophia

I Can Statements for Content & Skills Formative/Summative Assessments

I can explain how to be safe when walking or riding bikes to school.	<i>Safety Project Research and Script.</i> <i>Student Council Safety Project</i> <i>Video</i> <i>Poster</i> <i>Song/Dance</i>
I can create a Public Service Announcement to teach others safety tips when walking or riding bikes to school.	<i>Student Council Safety Project</i> <i>Video</i> <i>Poster</i> <i>Song/Dance</i> <i>Story Board</i>
I can use research to justify why it is important to walk and ride your bike to school.	<i>Student Council Safety Project</i> <i>Video</i> <i>Poster</i> <i>Song/Dance Research Notes</i>
I can predict how many "Walking Wednesdays" it will take to "Walk Across Ohio" (250 miles).	<i>PTO "Walk Across Ohio" Graph in the Hallway</i>
I can interpret data and answer questions about how far we have walked on "Walking Wednesdays."	<i>PTO "Walk Across Ohio" Graph in the Hallway</i>
I can also calculate how much farther we need to walk to reach our goal of 250 miles to "Walk Across Ohio."	

Health Grades 3-5: Academic Content Standards/Indicators

Health Promotion and Disease Prevention

Grades 3-5: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark A: Describe the relationship between healthy behaviors and personal health.

Benchmark B: Recognize that there are multiple dimensions of health and describe why it is important to seek health care.

- Describe healthy living habits that can reduce the risk of illness and injury.
- Describe physical activities that promote fitness and help relieve mental & emotional tension.
- Explain the importance of assuming responsibility for personal health behavior (e.g. general hygiene).

Benchmark C: Describe ways in which a safe and healthy school and community environment can promote personal health and prevent common childhood injuries.

Societal Influences

Grades 3-5: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark A: Describe how the family, peers, schools, community and culture influences personal health practices and behaviors.

- Identify roles/responsibilities for family members that influence healthy behaviors.
- Identify how peers can influence healthy and unhealthy behaviors.

Health Resources

Grades 3-5: Students will demonstrate the ability to access valid information and products and services to enhance health.

Benchmark A: Identify characteristics of valid health information, products and services.

- Investigate how individuals, communities, and governments cooperate to influence health issues (e.g., Good Samaritan Act, American Red Cross, Free Clinics, etc.).
- Discuss the validity and reliability of health information (e.g. Web M.D. vs. Wikipedia).

Goal Setting Skills

Grades 3-5: Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark A: Set a personal health goal and track progress toward its achievement.

- Discuss, set, and reflect on goals as needed to promote health (e.g., health portfolios, food charts, food journals).

Benchmark B: Identify resources to assist in achieving a personal health goal.

- Name people, agencies and places one can utilize to achieve a personal health goal (e.g. personal trainers, gyms, nutritionists, community health organizations).

Health Advocacy

Grades 3-5: Students will demonstrate the ability to advocate for personal, family and community health.

Benchmark A: Apply advocacy skills for self and others to make positive health choices.

- Express opinions and give accurate information about health issues.

Math, Science & Technology: Academic Content Standards/Indicators

Science Grade 4

Science and Technology: Understanding Technology

Describe how technology affects human life.

- Explain how technology from different areas (e.g., transportation, communication, nutrition, healthcare, agriculture, entertainment and manufacturing) has improved human lives.
- Investigate how technology and inventions change to meet peoples' needs and wants.

Scientific Ways of Knowing: Nature of Science

Describe different types of investigations and use results and data from investigations to provide the evidence to support explanations and conclusions.

- Compare, share and analyze resulting data.

Explain the importance of keeping records of observations and investigations that are accurate and understandable.

- Record the results and data from an investigation and make a reasonable explanation.

Math Grade 4

Data Analysis and Probability Standard

Students pose questions and collect, organize, represent, interpret and analyze data to answer those questions. Students develop and evaluate inferences, predictions and arguments that are based on data.

1. Create a plan for collecting data for a specific purpose.
2. Represent and interpret data using tables, bar graphs, line plots and line graphs.
5. Propose and explain interpretations and predictions based on data displayed in tables, charts and graphs.
6. Describe the characteristics of a set of data based on a graphical representation

Technology Grade 4

Standard 3: Technology for Productivity Applications

Benchmark C: Use productivity tools to produce creative works and prepare publications.

- Use productivity tools and peripherals to increase skills and facilitate learning throughout the curriculum.
- Use technology resources for collaborating and brainstorming ideas (e.g., use electronic formats of graphic organizers in groups).
- Use media and technology resources for presenting information (e.g., projectors, video cameras).

Standard 4: Technology and Communication Applications

Benchmark A: Develop, publish and present information in print and digital formats.

- Organize presentations by using story boarding techniques.
- Synthesize information by using a variety of software applications.
- Edit digital images (e.g., crop, enhance brightness/contrast, adjust color, resize).
- Present information in a class video project.

Upper Arlington City Schools--District Guide to Twenty-First Century Skills

A COMPLEX THINKER . . .

Indicator 1: Identifies and defines authentic problems and essential questions.

We hear it when people ask:

- "What's really the problem at the heart of all this?"
- "What's the main idea that ties all this together?"
- "How do these things relate to each other?"

We see it when people:

- Clarify and sort essential information from non-essential information.
- Try to understand the root of the problem.
- Find the "umbrella" concept that unites all the pieces.
- Create a research question to begin exploring a problem.

In Other Words... Teachers help students see what really matters and show them how to independently explore and solve problems.

Indicator 2: Collects, assesses and analyzes relevant information.

We hear it when people ask:

- "What's the best way to research this?"
- "How do I know this is true? How can I find out?"
- "So what? How is this information significant?"
- "Does this evidence help me answer the question or not?"
- "How are these things similar? Different?"

We see it when people:

- Break down a concept, idea, or evidence into its component parts, to understand how the parts make the whole.
- Sift through pieces to learn more about a problem.
- Keep a record of what they find and where to find it again.
- Figure out what evidence is most relevant.
- Evaluate sources of information for their credibility.
- Use graphic organizers to process information as it comes to them.

In Other Words... Teachers help students learn how to do research and examine evidence.

Indicator 3: Explores and develops solutions.

We hear it when people ask:

- "How can we solve this? How ELSE can we solve this?"
- "Is this solution really the best one? What are the drawbacks and benefits?"
- "What are possible unintended consequences if this happens?"
- "Are we using our resources in the best way?"
- "How can we make this better?"

We see it when people:

- Use evidence to support a position.
- Think outside the box.
- Propose answers to their research or essential question, using data.
- Discuss the best way to use limited resources to solve the problem.

In Other Words... Teachers help students learn to develop multiple approaches to solve complex problems.

Indicator 4: Makes judgments and decisions.

We hear it when people ask:

- "How do we know that's true?"
- "What makes this better than that?"
- "By what criteria is that 'good' work?"
- "What is the rationale behind that person's position?"
- "How credible, reliable, or accurate is that position?"

We see it when people:

- Analyze and evaluate data/evidence, arguments, claims and beliefs.
- Synthesize and make connections between information and arguments.
- Interpret information and draw conclusions based on the best analysis.
- Weigh solutions and positions based on criteria.

In Other Words...Teachers help students learn to evaluate positions and look for the reasoning behind actions and beliefs.

Indicator 5: Uses systems thinking to understand complex inter-relationships.

We hear it when people ask:

- "What is changing? How is it changing?"
- "What is the relationship between the things that are changing? Is there a cause-and effect relationship at work?"
- "What part do we play in this system?"
- "What are the potential consequences of our actions?"
- "What happens when something gets added or taken away from the system?"

We see it when people:

- Develop awareness by seeking to understand the big picture
- Develop understanding by changing perspectives
- Plan and take action by considering both short and long term consequences of actions, finding unintended and delayed consequences, and checking results and changing actions if needed.
- Examine parts to see the whole interconnected system.

In Other Words...Teachers and students strive to understand the complexities and interconnectedness of our world systems by using the habits, strategies, and tools of systems thinking.

Indicator 6: Reflects critically on learning experiences, processes and solutions.

We hear it when people ask:

- "What were my strengths?"
- "How can I learn from other people to grow in new directions?"
- "What knowledge do I need? Skills? Understandings?"
- "What have I taken away from this experience?"
- "What will I do differently next time?"

We see it when people:

- Pause to examine their own work.
- Seek both "warm" and "cool" feedback to improve themselves.
- Look back on the learning process steps to see where they performed well or missed the target.
- Use data to inform their practice.
- Make specific, measurable, attainable, results-oriented and time-bound goals and create benchmarks.
- Celebrate their own successes.

In Other Words... Teachers help students to think about their thinking, to make their thinking better next time.